

OER by Design: Content is Not Enough!

November 4, 2019



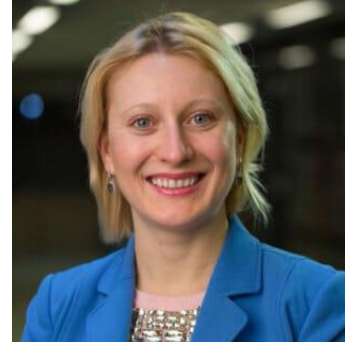
Presenters



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Design is Key!

- **Coherent, intentional and engaging** design for OER delivery often goes unmentioned.
- **Merely replacing** commercial content **rather than designing** can lead to a **content-driven rather than learner-centered** course experience.
- Redesigning with OER requires **time, planning, and expertise.**
- Design process best guided with a **plan for evaluating the current course and incorporating OER into the design.**

Design is Key!

- Key players include faculty, instructional designers, educational technologists, educational/faculty developers, as well as librarians.
- **Online educators** are accustomed to using OER or free digital material.
- Faculty frequently use their own content (e.g. lectures, commentary) with **OER and non-OER** (both library and commercial resources).

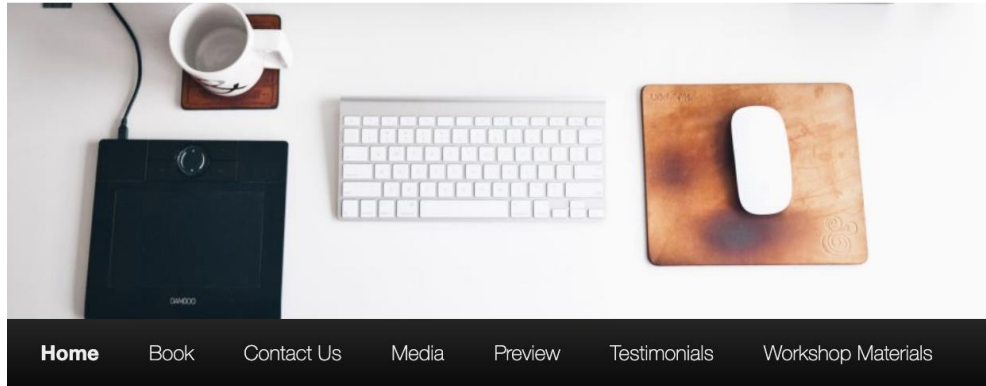
Planning is Instrumental

- Consider learning materials' **modality and type**, institutional LMS or other **platform**, and availability of technical and non-technical **support**.
- **Systematic** course planning and development is needed.
- **Intentional and practical step-by-step** (modular) process.
- For redesign, **careful inventory** of existing course is necessary step.
- A **course planning instrument** (based on instructional design principles) can facilitate and streamline course design to ensure that all essential course elements are aligned, integrated and meaningfully used.

Online Faculty Development Workshop

OER FACULTY DEVELOPMENT WORKSHOP

Adopt, Adapt and Make it Your Own: It's an OER



<https://oerworkshop.common.gc.cuny.edu>

YOUR NAME AND NAME OF YOUR COURSE:

YOUR SELECTED OER (ONE OR MORE):

PROVIDE A BRIEF RATIONALE FOR SELECTING YOUR OER:

UNIT / WEEK / MODULE OF COURSE:

LEARNING OUTCOME(S) THAT APPLY:

LEARNING ACTIVITIES AND/OR ASSIGNMENTS THAT APPLY:

CURRENT CONTENT (IF NOT NEW COURSE): READING, RESOURCE, VIDEO, ETC.

OER REPLACING OLD CONTENT OR OER FOR NEW COURSE (IF FREE BUT NOT OER, PLEASE IDENTIFY):

OER LICENSING CONDITIONS (BE SPECIFIC):

ADOPTING AS IS OR NEEDS MODIFYING OR SUPPLEMENTING:

IF MODIFYING OR SUPPLEMENTING, WHERE WILL NEW CONTENT COME FROM:

INSTRUCTOR, ANOTHER OER, ERESERVE, ETC.

NOTES:

Zhadko, O. & Ko, S. (2017, 2019). An OER Course Planning Document: Define, Evaluate, Select and Integrate!



OER Book “Best Practices in Designing Courses with Educational Resources (OER)”



*Part of the **Best Practices in Online Teaching and Learning** series. Series Editor: Susan Ko*

<https://www.routledge.com/Best-Practices-in-Online-Teaching-and-Learning/book-series/BPOTL>

Available December 2019



Questions to Consider

How best to introduce the concept of design and redesign when assisting faculty in integrating OER into their teaching?

What are some of the essential aspects of teaching and learning online that faculty teaching with OER should be familiar with?